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ABSTRACT

The urban environment itself can be a laboratory for learning, and the learning activities in this workbook utilize the shopping center as a study site. General objectives of this unit of study are (1) to investigate how shopping centers serve the community; (2) to integrate a number of curriculum skills and concepts; and (3) to investigate the environmental impact of large shopping centers and malls. Suggested exercises for elementary and secondary school students include work in mapping and sketching, graphing and tabulating, interviewing and recording and photography. The plan calls for students to first visit a shopping center. Stores may be classified according to type and a graph drawn showing the results. Another activity calls for students to visit a store and compare prices and sizes of articles and determine which are the better buys. At a clothing store they may note the type of materials used for clothing, and hardware stores provide the opportunity to study countries of origin of products and raw materials and transportation methods. Other activities look at various building materials, car movement patterns in parking lots, and landscaping design. Children may also visit travel bureaus and plan trips, learn how to open a savings account at a bank, and choose a nutritious lunch from a restaurant menu. A number of urban study activities are also listed for science teachers, including investigation of urban climates, environmental impacts, and sewage treatment processes. (DS)

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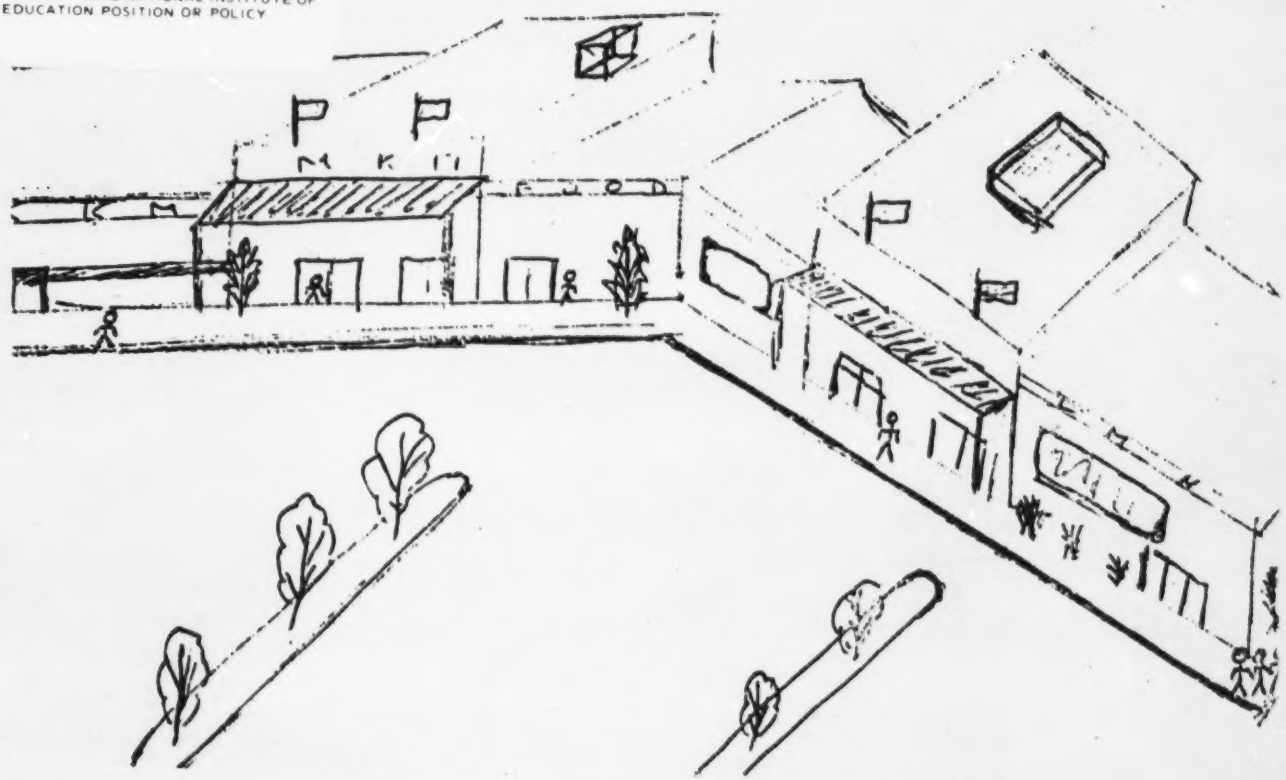

URBAN STUDIES WORKSHOP
SHOPPING CENTRE STUDY
ROCKFORT, ILLINOIS - APRIL, 1977

BESSEL J. VANDENHAZEL

Northern Illinois University --- Nipissing University College
DeKalb, Illinois North Bay, Ontario.

THE URBAN ENVIRONMENT AS A LABORATORY FOR LEARNING

Concepts:

The urban landscape reflects the value system of a civilization.

The man-made environment as an adaptation to a natural landscape or specific climatic problems.

The city as a consuming organism, constantly releasing wastes into the environment.

City planning can be used to increase human well-being.

Symbiosis in the city.

The effects of cheap fossil fuels on urban living.

The urban environment requires several types of transportation-systems to move people, food, manufactured goods, wastes, water and energy.

Possible Study Sites:

The school building	The school site
The neighbourhood	A neighbourhood park
The neighbourhood store	A shopping centre
Architectural styles	The sewage treatment plant
The municipal dump	The fire station
The drinking-water plant	The greenhouse
The courtroom	The harbour
The cemetary	The museum
The freeway	The post office

THE SHOPPING CENTRE

Suggested exercises for elementary and secondary school students:

- mapping and sketching
- graphing and tabulating
- interviewing and recording
- photography

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- parking lot survey
- building materials survey
- energy use, energy waste and energy conservation in malls
- a study of aerial photographs
- a survey of occupations and educational requirements of people working in shipping centres
- classifying stores and their products
- measuring areas
- determining ratios: $\frac{\text{floor space used for circulation}}{\text{floor space used for displays, furniture etc.}}$
- beautification methods used indoors and outdoors
- the social functions filled by large shopping centres
- the re-appearance of the small neighbourhood store
- the location of shopping centres with respect to transportation routes
- determining the countries of origin of the various products sold
- comparing prices of one item, such as toothpaste, in several stores
- how to spend $100 to buy essentials for a family with children
- law enforcement in shopping centres
- acceptable behaviour and dress in shopping centres
- the shopping centre seen as a living organism, requiring food and energy and releasing wastes
- the environmental impact of large shopping centres with respect to oxygen production, water absorption, mini-climates in summer and winter (both indoors and outdoors)

URBAN STUDIES FOR SCIENCE TEACHERS

1. Urban Climates:

   transects across school property and nearby roads
   transects across a city block or a town
   (temperature, relative humidity, vegetation, seasons, insolation)
   Air Pollution Studies
   Noise Level Studies and Legislation

2. Studies for Open Places:

   schoolyards, parks: mapping exercises, transect and quadrat studies

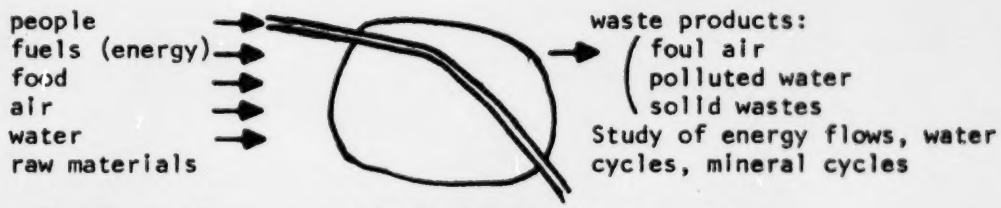
3. Buildings:

   - architecture
   - geology of site and materials
   - effects on urban climate
   - building materials used:
     sources, types
     energy used in production: compare cement block with solid limestone block
   - energy consumption of building
   - mapping exercises

4. Visit of a Large Hardware Store:
   - countries of origin of products and raw materials
   - transportation methods: increasing energy consumption: ship, rail, truck, airplane

5. Environmental Impact of Large Shopping Malls:
   - energy use in building
   - energy use by shoppers
   - oxygen production
   - water cycle
   - effects on neighbourhood shopping areas

6. The city as an Organism — The City as a Parasite



7. The Sewage Treatment Plant:
   - biological processes
   - primary treatment
   - secondary treatment
   - tertiary treatment
   - non-biodegradable compounds

Why not recycle purified water from sewage treatment plant to (a) industrial water intakes? (b) residential water intakes?

Urban Studies for Science Teachers - continued

8. Uses of Water: (at school, at home, in industries) how much is essential?

9. Measurements of energy consumption:
   - units used
   - daily, monthly, annual
   - at school: per student per month
   - at home: per person. How much is essential?

   Heating Systems:
   - efficiency
   - historical developments
   - types of fuels, sources, transportation methods

9. Urban Use of Open Spaces: compare spaces with respect to oxygen production, effect on urban climate, water economy: roads, parks, parking lots, rivers, landscaping.

INVESTIGATING A SHOPPING CENTRE

AIM:

To provide children with an opportunity to increase their understanding of the role played by shopping centres in their community.

General Objectives:

1. To investigate how shopping centres serve the community.
2. To integrate a number of skills and concepts found in the curriculum.
3. To investigate the environmental impact of large shopping centres and malls.

General Strategy:

1. Activities are organized so that the children will have choice activities as well as compulsory activities.
2. Directions, materials and recording procedures are outlined on work cards.

The Shopping Centre

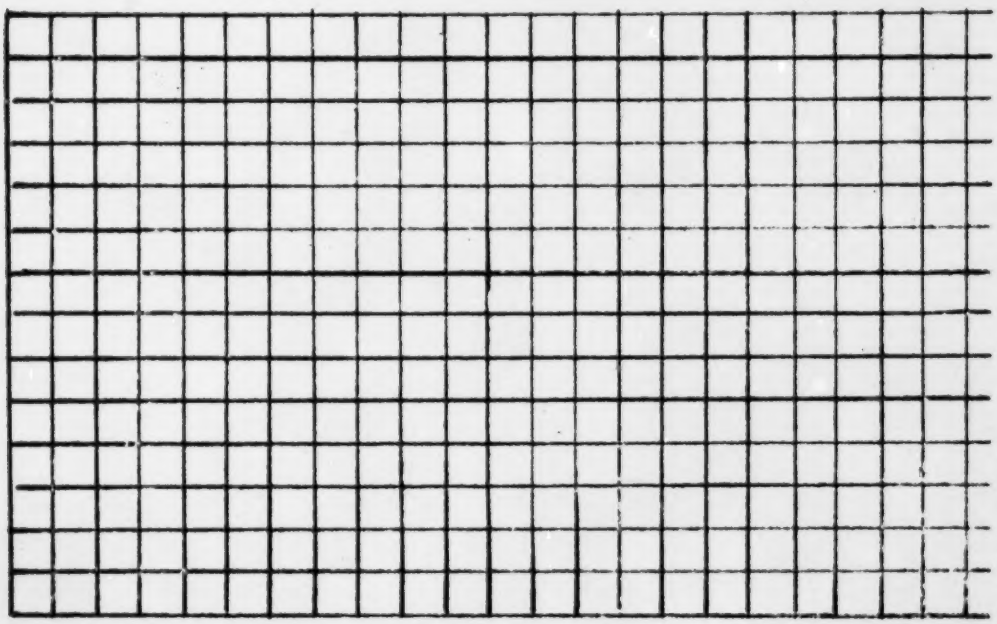
Compulsory Activity

Activity 1.

(a) The shopping centre has many different types of stores.

Classify the stores into 6 to 10 types with common characteristic

Record the results on a chart or graph.



(b) Share your feelings and ideas about the visit to the Shopping Pl with others.

You may use any way of expressing your ideas you wish.

The Shopping Centre

Activity 2.

Choice Activity

(a) What do you think will be the most common fresh food, canned food and frozen food in the _____ store?

Guess and then check as closely as you can.

Complete the chart.

Type of food	Guess	Check
fresh		
Canned		
frozen		

Choice Activity

(b) Study the toothpaste section of the store and find out:

(i) what brands of toothpaste there are;
(ii) what sizes the tubes have;
(iii) what the best size is for your family to buy.

Record your information here:

	A	B	C	D
Brand				
Size	ml	ml	ml	m
Price				
Best buy:				

Compulsory Activity

(c) Choose two different brands of one type of canned food, sush as pe

Record the size and the cost of each one.

Brand Name	Size	Cost
1.		
2.		

Discuss with your friends which is the better brand to buy.

The Shopping Centre

Activity 3.

Choice Activity

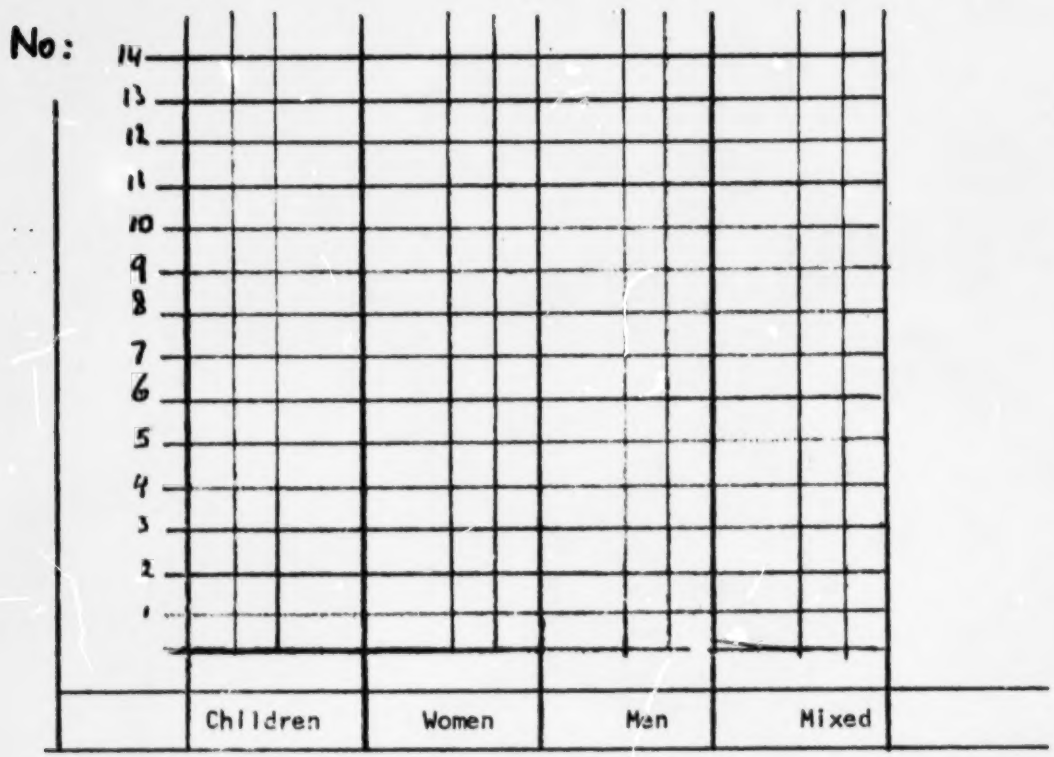
(a) There are _____ stores in this Shopping Centre.

Find out how many are clothing stores.

How many of these stores sell

(i) children's clothing only?
(ii) women's clothing only?
(iii) clothing for men, women as well as children?

Record your results here.



Choice Activity to go with 3 (a).

(b) Find out how many types of material are being used for clothing. Record the names of these materials.

(i)
(ii)
(iii)
(iv)
(v)
etc.

The Shopping Centre

Activity 4.

Choice Activity

(a) Choose one section of the parking lot.

Make graphs to show two of the following:

(i) the colours of the cars in this section;
(ii) the province or state the cars are registered;
(iii) the different makes of the cars;
(iv) the number of cars with:
  (a) fender and bumper damage;
  (b) door damage;
  (c) white walled tires;
  (d) black-walled tires only.

Gather the necessary information and record it on a graph.

Choice Activity

(b) Choose one section of the parking lot.

Study the movement of cars in and out of this section for a period of time: (15 min.; 30 min.)

Plan your method of doing the survey carefully.

Record your results on a chart or graph.

Choice Activity

(c) Landscaping.

What would this lot look like if more emphasis had been placed on landscaping?

Can you make a design of this parking lot with trees and bushes added for shade and beauty?

Choice Activity for Roving Reporters

(d) Make a list of the different types of building materials in and around this shopping plaza.

Are there building materials used in the walls and ceilings that you cannot easily see? Make an appointment with the building supervisor for an interview on building materials, heating and cooling systems.

Activity 5.

Choice Activity

You have $200 to spend to help a needy family.

The family consists of a mother, a girl 14 years old, a girl 10 years old and a little boy 2 years old.

You must spend the money in three different stores.

How and where would you spend the money?

Activity 6.

Choice Activity

(a) Visit the Travel Bureau and plan a vacation for this summer.

Find out as much as you can about:

(i) the location you want to visit;
(ii) the methods of transportation you can use to get there; Which is the most economical? Which is the fastest? Which method of transportation requires the least amount of energy per person?
(iii) the total cost of the trip;
(iv) the things you can do while you're there.

Choice Activity

(b) Visit one of the banks and find out how to open a Savings Account.

Write an explanation of how to do it for someone else.

Choice Activity

(c) Visit one of the restaurants and choose a NUTRITIOUS lunch from the menu.

How much would this lunch cost you?

What would be the total cost of the lunch for your group?

DATE OF FIELD STUDY: _____ 19___

LOCATION: _____

CLASSROOM TEACHER _____ CLASSLIST

LABORATORY ADVISOR _____

Team #1:	Team #2:
1. (team leader)	1. (team leader)
2.	2.
3. (recorder)	3. (recorder)
4.	4.
5.	5.
6. (recorder)	6. (recorder)
Advisor:	Advisor:
Team #3:	**Team #4:**
1. (Team leader)	1. (team leader)
2.	2.
3. (recorder)	3. (recorder)
4.	4.
5.	5.
6. (recorder)	6. (recorder)
Advisor:	Advisor:
Team #5:	**Team #6.**
1. (team leader)	1. (team leader)
2.	2.
3. (recorder)	3. (recorder)
4.	4.
5.	5.
6. (recorder)	6. (recorder)
Advisor:	Advisor:

Depending on Weather Conditions, each team member should wear:
Warm (cool) clothing, boots (the woods may be damp),
plastic or Rubber-coated rainwear.

If the class is going to practice a cook-out, each team member should try and bring a few pieces of dry wood. DO NOT BRING MATCHES, these will be supplied.